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ABSTRACT

The teacher's manual on physical education curriculum is designed to serve all handicapped children, preschool through high school. The manual first states the problem of physical education, its scope, limitations, and the value and importance of physical education in the special education area. Instructions and guidelines are then provided for teaching basic body movements and movement experiences for children. Six sample units are presented for balance, body awareness, spatial awareness, muscular strength, rhythm and dance, and group events. The majority of the manual is devoted to describing the activities, which are numerous for each of the six areas. Special consideration is said to have been given to age level, seasons, and indoor and outdoor types of units. A sample listing of testing and measuring devices, suggesting individual evaluation possibilities, is then included. (CB)

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DISCOVERY THROUGH OUTDOOR EDUCATION

EC 042 100E

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PHYSICAL EDUCATION CURRICULUM-RESOURCE-UNITS

A Teacher's Manual

by

James D. Zabel

"DISCOVERY THROUGH OUTDOOR EDUCATION"
An E.S.E.A. Title III Project

ED ALEXANDER, DIRECTOR

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The printing and distribution of this manual were funded by Macomb Intermediate School District's E.S.E.A. Title III Project, "Discovery Through Outdoor Education." Additional copies of this manual are available at a cost of $2 each from "Discovery Through Outdoor Education," M.I.S.D., 44001 Garfield Road, Mt. Clemens, Michigan 48043.

James D. Zabel, a teacher of physical education with the Utica Community Schools, Macomb County, Michigan has been interested in physical education for handicapped children for a number of years. He has, voluntarily and on his own time, taught handicapped children and teachers of special education classes many of the techniques described in this manual.

In July, 1971, upon being made aware that the Special Education Division of the Macomb County Intermediate School District had been successful in obtaining E.S.E.A. Title III funding for its Project, "Discovery Through Outdoor Education," Jim Zabel approached me and asked me how he could become involved.

I felt that Jim's experience with the teaching of physical education to handicapped children should be shared with other teachers in Macomb County.

This manual is a result of many meetings and the unselfish efforts of Jim Zabel. I cannot thank him enough for his dedication to our E.S.E.A. Title III Project.

It is Jim's and the "Discovery Through Outdoor Education" Project's hope that this manual is a start to a more complete and satisfactory physical education program for the handicapped children of Macomb County both indoors and out-of-doors.

Ed Alexander, Director
"Discovery Through Outdoor Education"
ESEA Title III Project 064
Macomb Intermediate School District

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PREFACE

This project was developed as a result of the writer wanting to be involved in the Macomb County Intermediate School District's Elementary and Secondary Education Act, Title III Project, "Discovery Through Outdoor Education." After several meetings with Ed Alexander, Project Director, it was decided that my experience could best be used in developing a curriculum-resource-units teacher's guide in physical education to be used in the out-of-doors by the teachers of the mentally retarded children of Macomb County.

As the writing progressed, it was decided that there was a great need in many of the Type "A" and Type "B" (educable and trainable) programs in Macomb County for a resource such as this.

With this in mind, it was decided to expand the guide to include all phases of physical education as it may apply to handicapped children wherever they may be--indoors or out-of-doors.

While the writer had mentally handicapped children in mind during the development of this guide, it is felt that much of the material is adaptable to all categories of disability.

The writer wishes to express his appreciation to Ed Alexander, Director of "Discovery Through Outdoor Education," an E.S.E.A. Title III Project at the Macomb Intermediate School District, for his inspiration, help, encouragement and support during the writing and publishing of this guide.

Chapter I

Writer's Interest

Over the past six years, the writer has become acquainted with the type "A" educable special education program in the Utica Community Schools. During this period of time, he has taught physical education to the type "A" educable special education students. While working with these students, he became aware of the lack of curriculum materials available for use in developing a sound physical education program for these special students.

Statement of the Problem

The purpose of this project is to establish physical education curriculum-resource-units for use with the special education students of Macomb County. Specifically, the writer has tried to provide opportunities for students to engage in selected activities adapted for various deficiencies prevalent in type "A" educable special education students.

Definition of Terms

For the sake of clarification the following terms are defined:

Balance - equality in weight. Used to pin point the center of gravity of the body.

Curriculum-resource-units - large collection of adapted materials for the purpose of developing specific lesson plans for individual and classroom teaching.

Dominance - preferred side (hand, foot, eye, ear) determined by cortical development.

Gross motor movements - large muscle activity.

Homologous - having the same relative position (both arms moving at the same time).

Homolateral - having the same lateral (side) position (right arm and right leg moving at the same time).

Isometrics - exercise or a system of exercises in which opposing muscles are so contracted that there is little shortening but great increase in tone of muscle.

Perceptual-motor activities - activities which provide movement exploration experiences (time and space).

Type "A" educable special education students - mild or moderately retarded educable children with an I.Q. range between 50 - 80.

Scope of the Project

The writer will concentrate on only one segment of special education. He will deal with the type "A" educable, which are mild or moderately retarded with an average I.Q. range between 50 - 80. These children are divided into three major groups.

The Type "A" Educable:

1. Early Elementary ---------ages 7 - 11
2. Later Elementary ---------ages 10 - 14
3. Prep ----------ages 13 - 15

Limitations

There is very little related information available in the area of physical education curriculums for special education students. Most curriculum sources conclude that the reader should be able to adapt these programs to his own needs.

Value of the Project

It is hoped that this project will provide a base of materials for the teacher of the type "A" educable special education students. If physical education has educational value for students, then no group of children should be denied these movement experiences. If this project contributes toward the realization of such instruction for all children, then it will have been of some value.

Acknowledgments

The author wishes to thank the following people for their time and assistance in this project:

Dr. Lee W. Haslinger, Director of Physical Education and Athletics, Pontiac, Michigan.
Edward Alexander, Department of Special Education, Intermediate School District of Macomb County, Mount Clemens, Michigan.
Edward Allinger, Supervisor of Special Education, Utica Community Schools, Utica, Michigan.
Sandra Clark, Special Education Teacher, Magahay Elementary School, Utica, Michigan.
Judy Kubik, Special Education Teacher, Morgan Elementary School, Utica, Michigan.
Lydia E. Polens, Typist, Detroit, Michigan.

Chapter II

THE IMPORTANCE OF PHYSICAL EDUCATION IN THE SPECIAL EDUCATION PROGRAM

W. O. Corder, in Nashville, Tennessee, conducted a study for the purpose of determining the effects of physical education on the intellectual, physical and social development of educable mentally retarded boys.

> A training group received a daily hour period of planned physical-education lessons which progressively presented more difficult and challenging activities to the public school special education subjects. After only four weeks (twenty days) the training group showed significant gain scores over the control group on the full and verbal scales of the Wechsler Intelligence Scale for Children. Progressive and systematic programs of physical education of even twenty days' duration enhanced the intellectual development of educable mentally retarded boys.[1]

J. E. Greenfell in the state of Washington, had special class students of the primary, intermediate, and junior high level participate in a ten week structured program of physical education.

> After participation in a variety of activities, Greenfell concluded that the primary level retardates

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[1] W. O. Corder, "Effects of Physical Education on the Intellectual, Physical, and Social Development of Educable Mentally Retarded Boys," Exceptional Child, 32: 357-64, F '66.

> did have the capacity to learn basic motor skills; physical fitness levels of the mentally retarded could be improved; the retarded could learn all of the same motor skills as those which normal children learn; motivation is extremely important in the program; individual success for the retarded is the cornerstone for success in the overall program; activities must be broken down into their finer components (simple to complex) for presenting them to the retarded; a structured program in physical education for the mentally retarded has a beneficial effect on the social and intellectual growth; and there is carry-over value from achievement in physical education to other school activities.[2]

John R. Kershner conducted an experimental study with a control group of 15 trainable mentally retarded children, ages 8 - 17, and an experimental group of 14 pupils, 8 - 18 years of age. The main purpose of this study was to examine the explicit contention of the Doman-Delacato theory of treatment that recapitulation of the early perceptual motor development sequence is prerequisite to and improves the performance of more sophisticated perceptual motor skills not practiced.

Group E (Experimental) experienced a physical education program for 5½ hours a day for 4 months that was consistent with the Doman-Delacato theory of neurological organization. Group E's teacher was trained at The Institute for the Achievement of Human Potential. Group C (Control) located 13 miles away in another school, was put through a 4 months' program of non-specific physical activities,

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[2]J.E. Greenfell, "The Effect of a Structured Physical Education Program on the Mentally Retarded School Children in Whitman County, Washington," Unpublished Master's Thesis, Washington State University, 1965.

with no regard or knowledge of Doman and Delacato's programs.

The results indicated that Group E gained more I.Q. points than Group C as tested by the Peabody Picture Vocabulary Test, and Group E did gain significantly in creeping and crawling mobility. Both groups gained in motor development as tested by the Kershner-Dusewicz-Kershner (KDK) adaptation of the Vineland-Oseretsky Motor Development Tests. Kershner thought it more significant that Group C had gained in motor development in spite of the non-specific activities given to them, not at all holding with Doman-Delacato's theory of invariant sequence of developmental stages. Kershner concluded that proficient motor functioning was not dependent upon successful completion of lower motor development that Doman and Delacato deem so important.[3]

Kershner also concluded that the rise in the I.Q. scores in Group E were not brought about by the physical education program. He believed that these results were invalid due to improper sampling procedures. He also thought that the amount of task-directed activity, exposure to vocabulary, and teacher enthusiasm may have been operating differently in the two groups.[4] This writer feels, however, Kershner's retarded children had faulty nervous systems and neurological organization. Children taken from exceptionably large random

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[3]John R. Kershner, "Doman-Delacato's Theory of Neurological Organization Applied with Retarded Children," Exceptional Children, (Vol. 34, Feb., 1968), p. 442.

[4]Kershner, p. 448.

samples would have no more or less trainably retarded than the very children already being tested by Kershner.

"Ragsdale and Breckenfeld (1934) obtained data on 155 junior high school boys. They concluded that general intelligence was unimportant in the team sports skills tested."[5] This study attempted to correlate intelligence with proficiency in team sports skills. They were already proficient in the basic movement patterns described by Doman and Delacato. Team sports skills are much more highly sophisticated and involved than basic movement patterns of balance and coordination achieved in infancy.

J. N. Oliver, of England, in 1958 studied institutionalized mentally retarded boys 12 to 15 years of age. Dramatic results were reported.

> All academic subjects except numbers and English were replaced for a 10 week period in the experimental group by activities of a physical nature, i.e., daily periods of physical education, individual remedial exercises, strengthening activities, and recreative games of a team nature. During the same period the control group followed its normal schedule, including only two periods of physical education per week and daily organized games after school. Not only did the experimental group improve significantly in all measures of athletic achievement, physical fitness, and strength but there were significant increases in the I.Q.'s of 25 percent of the group, whereas no significant improvements in I.Q. were reported among the controls. All eighteen children in the experimental group gained in points, but a variance of 5 points in 13 of the children was considered as Standard Deviation Errors. Of the 5

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[5]As cited in, Robert N. Singer, Motor Learning and Human Performance, (New York: Macmillan Co., 1968), p. 90.

> children who gained more than 5 points, one child gained 6 points, 3 children gained 8 points, and one child gained 9 points. Increases, however, of the magnitude (up to 9 points) shown by the experimental group and by so many boys in the group can no longer be regarded as chance.[6]

Oliver does not attribute the marked raise in I.Q. to the kinds of physical activities done, even though upon examination of these activities, stated in his study, most of them do appear to have been Doman-Delacato kinds of activities. Oliver, instead attributes the rise in I.Q. changes to such emotional factors as are affected by achievement, success, improved confidence, better adjustment, and a feeling of importance that the boys may have developed because of the interest and attention centered on them. He concluded that greater emphasis should be placed on physical education of subnormal children, more time should be devoted to physical activities, and greater demands should be made on these children.[7]

In Ryan's study (1963), investigation was made of eighty college students. They were required to learn how to balance on a stabilometer. "Academic achievement did not distinguish the subjects in their ability to learn and perform the task."[8] First of all, the subjects were adults and

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[6]J. N. Oliver, "The Effect of Physical Conditioning Exercises and Activities on the Mental Characteristics of Educationally Sub-Normal Boys," The British Journal of Educational Psychology, 28:155-165, 1958.

[7]Ibid

[8]E. Dean Ryan, "Relative Academic Achievement and Stabilometer Performance," Research Quarterly, 34:184-190, 1963.

their nervous systems were completely developed (normally by the age of 18). Secondly, overall academic achievement was used as the element of comparison. It is a lack of reading ability (a language dysfunction) that is found to be the crux of the problem in people with minimal brain injury or underdeveloped cortical hemispheric dominance. Since the subjects were college students it must be assumed that their reading ability was fairly well-developed. However, the study does not reveal how much time and effort was used in reading and preparing assignments. 9.

In 1963, Ismail, Kephart, and Cowell did "distinguish high academic achievers from low ones on tests of coordination and static balance. Tests of speed, accuracy, and strength did not differentiate the groups."[9]

The basic movement patterns in infancy, such as; early reflex movements; swimming-like movements upon the floor (bilateral in nature); the tonic neck reflection used functionally by the infant for early propulsion while the body is dragged along; reaching; grasping; walking and crawling, in cross-patterned fashion; use of the eyes, first separately and then in unison (ears likewise) to first focus in

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[9]A. Ismail, N. Kephart, and C.C. Cowell, "Utilization of Motor Aptitude Tests in Prediction Academic Achievement," Technical Report No. 1, Purdue University Research Foundation, P.U. 879-64-838, 1963.

the distance then at near points; and exploration,[10] all integrate into developing the balance and coordination that Ismail found correlated with intelligence and that the other studies here reported may very well have proven.

These studies show the potential of physical education as an important contribution to the intellectual, physical, and social development of retarded children. There is even evidence that improved physical fitness increases the retarded child's ability to learn. Retarded children develop physically in the same way as "normal" children, except that they progress more slowly. There are many physical activities which the retarded can learn successfully. Greater demands should be required of these children. Often they are pampered and are not required to fulfill tasks that are assigned to them. A good program will provide meaningful activities that will emphasize and build confidence in what they can accomplish. The progress shown by mentally retarded students in these studies indicated that there were many determining factors involved. The children were given a more concentrated physical education program. These programs offered experiences allowing for achievement and success, for improving confidence, for a feeling of importance

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[10]Carl H. Delacato, The Diagnosis and Treatment of Speech and Reading Problems, (Springfield, Illinois: Charles E. Thomas Publishing Co., 1963), pp. 48-59.

when attention is centered on them, for improved physical fitness, for better adjustment, and for increased pride in self. Every child deserves the opportunity to participate in physical activities that are designed to help him develop his total body.

Chapter III

SUGGESTION FOR USING THE CURRICULUM-RESOURCE-UNITS

The Curriculum-Resource-Units are not the "answer" to all questions concerning the teaching of physical education to type "A" educable retarded children. This project can be as workable as the teachers who use it want it to be. Any changes in curriculum or in teaching procedures as a result of the Curriculum-Resource-Units can only take place because the teachers have changed.

Chapters I and II state the problem, its scope, limitations, and the value and importance of physical education in the special education area. Unless the teacher, or for that matter any person, is intimately acquainted with the problems and needs of these children, he cannot fully appreciate and contribute to the total education of these special education children.

Chapters IV - IX introduce and give many sample activities for teaching basic body movements and movement experiences for children. Although they are divided into major catagories, it does not mean that the activities are beneficial in that area only. Many of the activities are valuable and could have been listed in other areas also. The writer did not attempt to cross list activities according

12.

to potential use. It is assumed that most special education and physical education teachers can make careful selection of activities according to the goals they have established for a particular unit or lesson.

Chapter X includes a sample listing of testing and measuring devices, which suggests individual evaluation possibilities. The amount of time and effort devoted by the teacher will determine the benefits children will receive from an evaluative program.

Six sample units were developed in Chapters XI and XII to acquaint the reader with the many possibilities of these Curriculum-Resource-Units. Special consideration was given in the preparation of unit areas to: age level; seasons; and indoor and outdoor types of units. This should give the reader ample opportunity to see diversification of planning.

The writer has found that the teachers in the type "A" educable special education classes are very receptive and appreciative of the time and effort that physical education teachers can and do give to aid them in their work with the mentally retarded. They are readily available and cooperative in providing the best for their children. It is the writer's hope that this project will be a benefit to the classroom teachers as a cooperative follow-up program of activities and units. The writer feels that this is necessary because of the limited number of class periods the physical education teachers can spend with these children.

This Curriculum-Resource-Units project should provide the beginning teachers with program development ideas and challenge the experienced teachers to provide a balanced physical education program for the type "A" educable mentally retarded children of Macomb County.

More detailed information is available from the sources listed in the bibliography. Blank sheets are provided at the end of each chapter for additional notes which the teacher might choose to add from time to time. The teacher <u>should</u> make adaptations as he sees fit.

Chapter IV

BALANCE

Balance is important for satisfactory performance of nearly all movements used in everyday life and in the performance of skills used in sports activities and games. The ability to maintain one's balance is fundamental to performance of more advanced perceptual-motor experiences.

The child should be provided with a variety of experiences involving balance with his body in both stationary and mobile states. By using a variety of balance experiences, the child should acquire more generalized balance patterns that he will be able to use in other activities. Adaptations have been made by the writer.

BALANCE ACTIVITIES

1. Balance Beam
2. Balance Board
3. Gym Scooters
4. Standing on One Foot
5. Walking on Toes
6. Rocking
7. Hopping
8. Heel-Touch-Walk
9. Seat Pivot
10. Inch Worm
11. Toe-Touch-Walk
12. Toe-Hand-Kick
13. Duck Walk
14. Balance on Knees
15. All-Four Walk
16. Bear Walk
17. Elephant Walk
18. Lame Dog Walk
19. Frog Jump
20. Crab Walk
21. Seal Crawl
22. Spanker
23. Monkey Run
24. Wicket Walk
25. Kangaroo Hop
26. Squat Stand
27. Rocking Horse
28. Thread the Needle
29. Coffee Grinder
30. Chinese Get Up
31. Wheelbarrow
32. Head Stand
33. Hand Stand Against Wall
34. Rooster Fight
35. Mule Kick
36. Balance on One Knee
37. Balance Body on Ball
38. Parachute
39. Barrel Staves

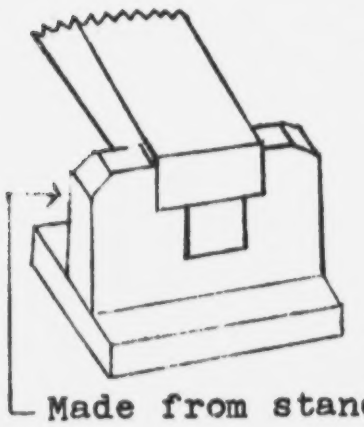
BALANCE ACTIVITIES

1. Balance Beam

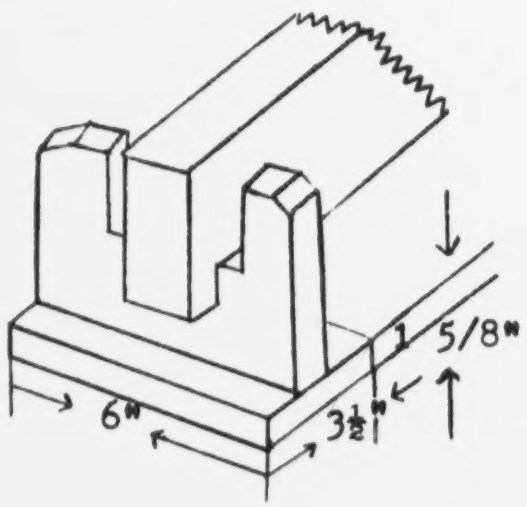
1.1 Walk forward on beam, arms held sideways.
1.2 Walk backward on beam, arms held sideward.
1.3 With arms held sideward, walk to middle, turn around and walk back.
1.4 Walk forward with hands on hips.
1.5 Walk forward to the middle of the beam, then turn and walk the remaining distance sideward, weight on balls of feet.
1.6 Walk to center of beam, turn and continue sideward right.
1.7 Walk forward with left foot always in front of right.
1.8 Walk forward with right foot always in front of left.
1.9 Walk backward with left foot always in front of right.
1.10 Walk backward with right foot always in front of left.
1.11 Walk backward with hands on hips.
1.12 Walk forward with eraser balanced on top of head.
1.13 Walk backward with eraser balanced on top of head.
1.14 Walk forward and pick up a blackboard eraser from middle of the beam.
1.15 Walk forward to center, kneel on one knee, rise and continue to the end of the beam.
1.16 Place eraser at center of beam. Walk to center, place eraser on top of head and continue to the end of beam.
1.17 Have partners hold wand 12" above the center of the beam, walk forward on beam and step over wand.
1.18 Walk backward and step over wand.
1.19 Hold wand at height of 3'. Walk forward and pass under wand.
1.20 Walk backward and pass over wand.
1.21 Walk the beam backward with hands clasped behind body.
1.22 Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
1.23 Walk the beam forward, arms held sideward, palms up with an eraser on the palm of each hand.
1.24 Walk the beam backwards, arms held sideward, palms down, with an eraser on the back of each hand.
1.25 Walk the beam backward, arms held sideward, palms up with an eraser on each hand.
1.26 Walk the beam sideward, right, weight on balls of feet.
1.27 Walk the beam sideward, left, weight on balls of feet.

1.28 Walk sideways leading with left foot and pick up eraser from center of beam.
1.29 Walk sideways leading with left foot and pick up eraser from center of beam.
1.30 Walk forward across beam and carry a weight in the right hand.
1.31 Walk forward across beam and carry a weight in the left hand.
1.32 Walk backward across beam and carry a weight in the right hand.
1.33 Walk backward across beam and carry a weight in the left hand.
1.34 Walk sideways on beam and carry a weight in the right hand.
1.35 Walk sideways on beam and carry a weight in the left hand.
1.36 Walk sideways on beam and change a weight from hand to hand.
1.37 Have child go to center of board and stand still. Move your arms and legs in various positions and have the child do exactly as you do.
1.38 Have child go to center of board and stand still. Throw him a bean bag and have him throw it to you or at a target.
1.39 Hop on right foot across the beam.
1.40 Hop on left foot across the beam.
1.41 Hop back and forth on beam, alternating left and right foot.
1.42 Skip across the beam.
1.43 Partners walk beam. Each partner starts from opposite end of beam and passes the other in the center.
1.44 Walk forward on hands and knees on the beam.
1.45 Walk backward on hands and knees on the beam.
1.46 Hold a piece of paper at right angle on the beam. Have child walk to middle, kneel, pick up paper with teeth, rise up and walk to end of beam.
1.47 Use "eyes closed" in as many of these activities as you can.

BALANCE BEAM
2" x 4" x 8'



Made from standard 2" x 6"



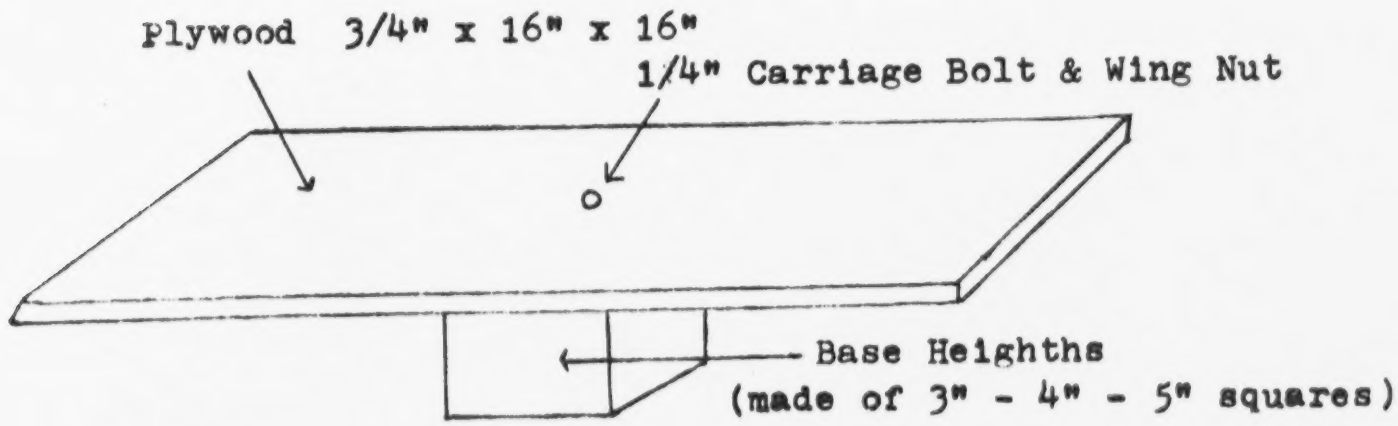
2. Balance Board

The balance board is a square platform covered with carpeting or rubber mats. Underneath the middle, interchangeable balance posts are attached with wing nuts. These balance posts are usually of three sizes: 3"x3"; 4"x4"; and 5"x5".

1.1 Balance on board using 5"x5" post.
1.2 Balance on board using 4"x4" post.
1.3 Balance on board using 3"x3" post.
1.4 Have child look at visual target rather than look at his feet.
1.5 Rock board right and left.
1.6 Rock board front and back.
1.7 Shift body to different positions.
1.8 Bounce ball while balancing.
1.9 Play catch while balancing.
1.10 Throw objects at target while balancing.
1.11 Balance with eyes closed.
1.12 Shift center of gravity with eyes closed.
1.13 Rock different ways with eyes closed.
1.14 Perform simple calisthenics while balancing.
1.15 Invent new ways of your own.
1.16 Play catch with your self while balancing.
1.17 Juggle two objects while balancing.

Note: Since balance boards are easily and cheaply made, you could have one of each size and eliminate the need for interchanging the posts.

BALANCE BOARD



3. Gym Scooters

1.1 Elbow Relay -- Sitting on gym scooters, elbows linked, feet on floor, progress down floor by walking with feet.

1.2 Auto Race -- Sitting on one gym scooter, feet upon another scooter, a second child pushes with his hands upon the shoulders.

1.3 Chain Relay -- Sitting on gym scooter with feet wrapped around the person ahead of him, he pushes with his hands at the side of the scooter.

1.4 Siamese Twin Relay -- Sitting on gym scooter, hook elbows backward with a partner and use feet to push and pull yourself along the floor.

1.5 Wheelbarrow Relay -- Palm of hands are on the gym scooter, fingers wrapped around sides, arms straight, body in horizontal position. Partner pushing will hold feet of student on the gym scooter.

1.6 Hip Push Relay -- Standing on gym scooter, knees bent, body balanced. Student pushing will place hands on hips of student on scooter.

1.7 Ski Race -- Standing on two gym scooters, one foot on each, knees bent, arms extended, body balanced. Student pulling will grasp hands of student on gym scooter and progress down the floor slowly.

1.8 Swing Stunt -- One student sits upon a gym scooter with feet placed upon another. Other student sits upon gym scooter with feet on floor. Both will hold rope. Progression will be made by pulling or swinging student on two scooters by rope.

1.9 Travel Stunt -- Student sits upon gym scooter, feet on scooter, arms extended. Student pulling sits upon gym scooter, feet on floor, arms extended holding hands of student to be pulled.

1.10 Scooter Relay -- One foot on gym scooter, other foot on floor.

1.11 Sitting Relay -- Sitting on gym scooter feet on floor.

1.12 Crawl -- Lying face down on scooter, arms extended forward. Progress down floor by moving arms and pulling scooter along.

1.13 Crab Walk -- Seat placed on gym scooter, knees bent slightly, arms extended in back of body, hands on floor. Progression is done by walking with hands, pulling the scooter with feet.

1.14 Seal Crawl -- Feet on gym scooter, body face down, arms extended forward, hands on the floor. Progression is done by walking with hands pulling gym scooter with feet.

1.15 Pull Relay -- Kneeling on gym scooter, arms extended forward, hands on floor. Pull with arms bringing scooter towards arms.

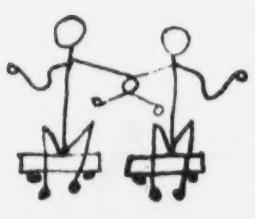
1.16 Knee Scooter -- One knee on gym scooter. One leg extended with foot on floor.

1.17 3-Point Scooter -- One foot placed on gym scooter. Other foot on floor, arms extended downward on gym scooter.

1.18 Push Relay -- Feet on floor, hands on gym scooter. Push scooter forward.

1.19 Double Scooter -- Sitting on one scooter, feet on another. Hands on floor. Push or pull with hands.

GYM SCOOTERS

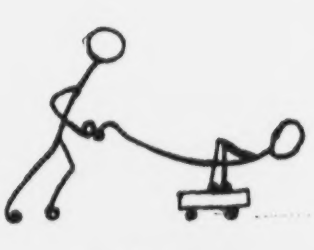


Elbow Relay

Auto Race

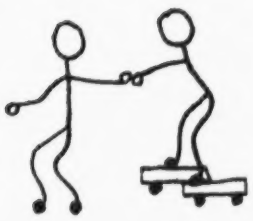
Chain Relay

Siamese Twin Relay



Wheelbarrow Relay

Hip Push Relay



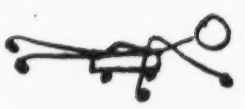
Ski Race

Swing Stunt

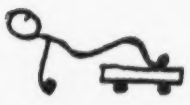
Travel Stunt

Scooter Relay

Sitting Relay

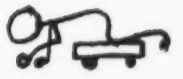


Crawl



Crab Walk

Seal Crawl

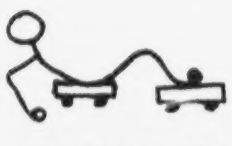


Pull Relay

Knee Scooter

3 - Point Scooter

Push Relay



Double Scooter

4. Standing on One Foot

Stand on one foot (left and right) as long as you can. The sole of the other foot is placed against the inside of the supporting knee.

Variations:
1.11 Eyes closed
1.12 Bounce ball
1.13 Play catch
1.14 On tiptoes

5. Walking on Toes

Walk forward on toes, backwards, sideways, following the lines on the floor, with eyes closed, etc.

6. Rocking

Rock back and forth from heel to toe.

7. Hopping

Hop on one foot (left and right)

Variations:
1.11 Backwards
1.12 Sideways
1.13 Follow lines on floor
1.14 Hold one leg in front of the body
1.15 Hold one leg in back of the body
1.16 Hop on alternating feet

8. Heel-Touch-Walk

Walk forward with long steps, reach back and touch heel of the back foot after each step is taken. Left touches left, right touches right.

9. Seat Pivot

Sit on the floor, draw knees up to chest and have feet off the floor, then pivot (left and right), swinging arms for momentum.

10. Inch-Worm

Support your body on hands and feet with legs extended backward. Keep your hands in place and your knees stiff, walk on toes with short steps until feet are near hands. Keep your feet in place and walk forward with hands with short steps until you return to the original position.

11. Toe-Touch-Walk

Walk forward and touch one hand to your opposite toe on each step. After each step return to a vertical standing position.

12. Toe-Hand-Kick

Stand straight with arms extended forward, palms down. Keeping knees stiff, swing(kick) left leg up to touch left hand. Alternate kicking, R, L, R, L, etc.

13. Duck Walk

Get into squat position, feet close together, hands on hips and walk forward keeping seat down.

14. Balance on Knees

Kneeling on knees, lean forward, backward, sideways, twist trunk, etc.

15. All-Four Walk

Bend over and place hands on floor. Walk forward on hands and feet.

16. Bear Walk

Bend forward and touch ground with both hands. Travel forward by moving the right arm and right leg simultaneously and then the left arm and left leg simultaneously.

17. Elephant Walk

Bend forward and touch ground with both hands, keeping knees and elbows stiff and hips elevated. Walk backwards.

18. Lame Dog Walk

Walk on hands and one foot with the other leg held high, imitating a dog with a sore foot.

19. Frog Jump

From squat position with hands on floor between legs, travel forward by leaping forward to hands, bringing legs up to squat position. Hands are placed well in front of body after each jump.

20. Crab Walk

From a squat position, reach backward and put hands flat on floor without sitting down. Walk in direction of feet, keeping head and body in a straight line.

21. Seal Crawl

The body is extended along the floor with the weight supported by the hands with elbows straight. Keeping elbows straight, the child moves forward by taking short steps with the hands and pulling the body forward.

22. Spanker

The child sits on the floor and raises his body by pushing up with his feet and hands. As he walks along on his hands and feet, he raises first one hand and then the other, and spanks himself.

23. Monkey Run

On all fours, scamper agilely, imitating a monkey. Put down hands, then feet.

24. Wicket Walk

The child bends forward and places the palms of his hands on the floor. Keeping his knees straight and his hands and feet close together, he takes small steps forward or backward.

25. Kangaroo Hop

The child holds a card between the knees. With knees slightly flexed he jumps forward. The knees must be kept together.

26. Squat Stand

Take a squat position with the legs outside the arms. Place the hands flat on the mat, a shoulder's width apart with thumbs in and fingers spread. Support inside of knees just above the elbows. Lean forward lifting the toes off the mat. (Do not kick up!) Keep the head up. Maintain the balance by applying pressure with the fingers. Return to the starting position.

27. Rocking Horse

Partners join hands and sit down on each other's toes. One leans backwards and pulls the other off the floor

onto his feet. He sits down again, thus pulling the other off the floor. The movement is continued until it becomes a smooth rocking motion.

28. Thread the Needle

Clasp the hands in front of body, bend the trunk forward, and step through clasped hands with right foot, then the left foot. Return by stepping backward with the right, then left foot.

29. Coffee Grinder

Child places one hand on floor, other in upward position. He straightens his legs and arms and walks around using the hand on the floor as a pivot.

30. Chinese Get Up

Two persons sit on the floor back to back with knees bent up and feet on floor. Arms are locked with partner's. Retaining such relative positions, they try to stand up without moving feet and sit down again in the same spot.

31. Wheelbarrow

One child grasps the legs of another child at the knees and walks as guiding a wheelbarrow. The other child walks on his hands and keeps his body straight.

32. Head Stand

Place hands in a line on the mat, forehead on mat about 10 inches in front of hands, raise one leg over head slowly and bring the other leg up slowly, arching back and bringing legs together over the established tripod.

33. Hand Stand Against Wall

Face wall placing hands on floor about 1½' from wall, throw feet over head against wall.

34. Rooster Fight

Assume squat position. Each grasps his own ankles, from which position he tries to shoulder the other into losing his balance. Child loses when he falls or when he lets loose of his ankles.

Variation: Child is standing, holding one ankle behind his buttocks.

35. Mule Kick

Hands and feet are on the floor with your face pointing down. Kick both feet in the air to a complete extension.

36. Balance on One Knee

Starting from a kneeling position, try to balance on one knee.

37. Balance Body on Ball

1.1 Lie on the ball (front and back).
1.2 Sit on the ball and try to pick up your feet.
1.3 Bounce on the ball.
1.4 Roll while upon the ball.
1.5 Spin around while upon the ball.
1.6 Invent your own ways.

38. Parachute

Spread out parachute on floor. Children walk on the ribs(cords) or around the outer edge of the parachute.

39. Barrel Staves

1.1 Rocking -- Children stand with feet apart and rock sideways. Vary by changing feet and arm positions.
1.2 Surfing -- Children stand with one foot in front of the other and rock as in surfing.
1.3 Twisting -- Children assume rocking position and twist. (Could use music with this)

Chapter V

BODY AWARENESS

In order for the child to identify himself with other people, objects and images, he must first be able to perceive and know himself. He must not only know how to physically find and point out his body parts, but also be aware of their movements and have or develop control over them.

A child who lacks an adequate image of himself will have a hard time identifying himself with his surrounding environment. Simple labeling and identifying his body parts will not enable him to coordinate and direct his movements and utilize his body to its fullest extent. Many different experiences are needed in order for the child to be able to relate to the new and different challenges he must face and solve as the needs become apparent to him. The following activities should provide exploratory body awareness experiences. These experiences will enable him to relate to his surrounding environment.

BODY AWARENESS ACTIVITIES

1. Identification of Body Parts
2. Simon Says
3. Follow the Leader
4. Sky Writing
5. Body Numbers or Letters
6. Imitations
7. Rowing
8. Animal Movements
9. Body Relaxation
10. Body Tension
11. Parachute
12. Calisthenics
13. Homologous Crawling
14. Homolateral Crawling
15. Stationary Position
16. Body Sizes
17. Body Weight
18. Angels-in-the-Snow
19. Turning
20. Pulling
21. Rocking
22. Arches
23. Imagery

BODY AWARENESS ACTIVITIES

1. Identification of Body Parts

   Touch your head, nose, knees, elbows, toes, etc.

   Variations:
   - 1.1 Move your head, nose, etc.
   - 1.2 Identify your partner's knees, elbows, etc.
   - 1.3 Count your body parts
   - 1.4 Draw your body (sky-write)

2. Simon Says

   "Simon Says," touch your head, shake your left leg, etc.

3. Follow the Leader

   Leader may move parts of body or move about having the others copy his movements.

4. Sky-Writing

   Children write numbers, letters, or words with different parts of the body, as; fists, fingers, elbows, feet, etc.

5. Body Numbers or Letters

   Use your body to form the letter S, the number 8, etc.

6. Imitations

   Leader tells the others to; walk heavy like an elephant, creep like a cat, be limp like a rag doll, to imitate the movements of a butterfly, etc.

7. Rowing

   Sit on the floor and pretend you are rowing. With arms and legs moving, the child moves forward and backward on his buttocks.

8. Animal Movements

   Stress movements of body parts and the maintenance of these body positions. Example: Crab walk, keep head, neck, and body level and straight as you can as you move backward and sideways as well as the forward direction.

9. Body Relaxation

Lie on the floor and relax, play dead, make your body heavy.

10. Body Tension

Make your body stiff, make your body show that you are afraid, walk like a robot, etc.

11. Parachute

1.1 Merry-go-Round - Take hold of parachute with left hand(right), walk, run, skip, gallop, etc. (Teaches right and left!)
1.2 Inside Igloo - On signal, raise parachute up and on the signal "down," cross hands and bring the parachute on the outside of your body, trapping you and the air. (Also, bring chute down, stay on the outside and trap air inside, or stay outside and poke head inside after trapping the air inside)

12. Calisthenics

1.1 Jumping Jacks - Have children stand with their hands at their sides. On command have them jump to spread their feet apart while raising their arms in an arc to touch their hands above their heads, and return to starting position on the second count.
1.2 Spread Eagle - Spread feet apart about 18" to 20" and extend arms out level to the side. Touch right hand on left toe on count of one, return to starting position on two, touch left hand on right toe on count of three, and return to starting position on four. Repeat, keeping legs stiff and straight.

13. Homologous Crawling

Child crawls across room (mats) using both hands simultaneously and pulling his lower part of the body along.

14. Homolateral Crawling

Child crawls across room (mats) using his right hand and right leg simultaneously and his left hand and his left leg simultaneously.

15. Stationary Position

Explore how parts of your body can move while you are in a stationary position with your feet.

16. Body Sizes

Make your body tall, small, wide, narrow, round, etc. Try to combine them, as; tall and wide, round and small, tall and narrow, etc.

17. Body Weights

Pretend that your feet are heavy, light, your arms seem to float, you are walking on the moon, etc.

18. Angels-in-the-Snow

Exercises begin with the child lying on his back with arms at his side and his feet together. Leg movements are made without bending the knees and heels should move along the floor. Arm movements are made without bending the elbows and the arms and hands should move along the floor. Contact with the floor will aid in promoting an awareness of arm and leg movements.

1.1 Move arms apart. This should be done simultaneously and arms should go completely above the head until two hands touch.
1.2 Move legs apart. This should be done simultaneously and legs should move as far apart as possible.
1.3 Move just one arm (point to right arm) out. Move it back.
1.4 Move just one arm (point to left arm) out. Move it back
1.5 Move just one leg (point to right leg) out. Move it back.
1.6 Move just one leg (point to left leg) out. Move it back.
1.7 Move both arms apart. Move them back.
1.8 Move both legs apart. Move them back.
1.9 Combine arm and leg movements simultaneously.
1.10 Move right leg out and back.
1.11 Move left leg out and back.
1.12 Move right arm out and back.
1.13 Move left arm out and back.
1.14 Move right arm and right leg out and back.
1.15 Move left arm and left leg out and back.
1.16 Move left arm and right leg out and back.
1.17 Move right arm and left leg out and back.
1.18 Perform above exercises, changing the timing. Go fast and slow and move in rhythm to counting.

19. Turning

1.1 Pretend that some part of your body is attached to

the floor. How would you turn around it? (Elbow, hand, head, foot, knee, etc.)

1.2 Can you change the shape of your body while turning? Try to do this while sitting, standing and lying down.

1.3 See how many parts of your body can turn all the way around.

1.4 Can you turn with a partner? Use different steps, positions, making arches, etc.

1.5 Can you turn one way and your partner another?

1.6 Can you turn slowly while your partner is turning very fast?

20. Pulling

1.1 Can you pretend to pull something toward you?

1.2 Can you pull with one hand? both hands, etc.?

1.3 Show that what you are pulling is heavy, light, high, low, etc.

1.4 Can you pull something while kneeling? Lying down?

1.5 Pull something without looking at it.

1.6 Pull something with your partner.

21. Rocking

1.1 How many ways can you rock while sitting? standing? lying down? (forward, backward, and sideways)

1.2 Rocking Horse - Lie on your stomach, reach behind and grasp your ankles. Rock forward and back, side to side.

1.3 Try to turn around while rocking in the above positions.

1.4 Change speed of rocking movements.

22. Arches

One person makes an arch with his hands, legs, and body. His partner crawls, turns, slides, etc., under the arch.

23. Imagery

Pretend you are:

1.1 a drill
1.2 an airplane propeller
1.3 a merry-go-round
1.4 a top
1.5 a hula-hoop
1.6 a rocking chair
1.7 a swing
1.8 a windshield wiper
1.9 a mechanical soldier
1.10 a robot
1.11 playing baseball
1.12 planting a tree
1.13 driving a car
1.14 rowing a boat
1.15 shaking hands

Chapter VI

SPATIAL AWARENESS

After the child has identified himself (Body Awareness), he must explore and acquaint himself with the vastness of the space surrounding him. As he moves around in his environment, he must become aware of the areas above, beneath, and beside his own occupied space.

It is through space and spatial relationships that he is able to perceive the position of objects in relation to his own body. He must estimate space, measure, organize and live within this spatial area that he has perceived and has been able to achieve. Through imitative and exploratory experiences, the child should acquire spatial awareness and be able to control his movements in space much more easily.

SPATIAL AWARENESS ACTIVITIES

1. Labeling Directions in Space
2. Turning in Space
3. Variable Transport in Space
4. Locomotor Activities
5. Ball Handling
6. Ball Control
7. Bean Bags
8. Chinese Jump Rope
9. Rope Jumping (Individual)
10. Rope Jumping (With Partners)
11. Long Rope
12. One Hand-Jump Rope
13. Rope Shapes
14. Rope Tracks
15. Hoops
16. Maze-Obstacle Course
17. Follow the Snake
18. Basket Shooting
19. Jump the Shoe
20. Parachute Fun
21. Scooter Maze
22. Suspended Ball

SPATIAL AWARENESS ACTIVITIES

1. Labeling Direction in Space

While sitting, standing, kneeling, lying down, have children point different directions, as; up, down, behind, right, left, below, between, etc.

2. Turning in Space

Children are asked to turn in space by these directions;

1.1 Face the front of the room, back, left, right side
1.2 Turn half way around to the right, quarter to the left, etc.
1.3 Identify the directions of N, S, E, and W with your body, hands, etc.

3. Variable Transport in Space

The entire room is used for walking, running, etc., in many directions. Children stand in rows with their hands on each other's shoulders. At the teacher's command, they move forward, backward, or sideways as a group.

4. Locomotor Activities

Children are asked to do the following;

1.1 Crawl forward, backward, sideways
1.2 Skip forward, backward
1.3 Gallop forward, sideways
1.4 Hop on one foot (right and left)
1.5 Step-Hop
1.6 Walk sideways, crossing feet
1.7 Walk sideways, sliding feet
1.8 Roll in as many ways as you can (log, wagon wheel, summersault, etc.
1.9 How many different ways can you hop?
1.10 Move using only one arm and one leg
1.11 Move using two arms and one leg
1.12 Move using two legs and one arm
1.13 Move with your partner using his hands and your feet (wheelbarrow)
1.14 Move about, back to back with your partner by locking elbows together
1.15 Move in curved or zig-zagging paths
1.16 Move through space by varying speeds; slow to fast, fast to stop, etc.
1.17 Pick a spot and run, walk, crawl, hop, etc. to it

1.18 Point to a spot and go in as many different directions as you can before you get to that spot Object is to do so without touching anybody
1.19 See how slowly you can walk, keeping your feet moving all the time
1.20 Make one part of your body higher than the rest of your body while on hands and knees
1.21 Imitate another person's movements
1.22 Move exactly as your partner does while facing him
1.23 Move in the opposite direction of your partner
1.24 Jump into the air and make a half turn, quarter turn, full turn before landing
1.25 Create your own movements
1.26 Jump up and land lightly on your feet, heavily on your feet
1.27 Jump forward, backward, sideways
1.28 Jump up and land with your feet apart, together, forward and back, etc.
1.29 Combine jumping and walking, running and jumping, hopping and running, etc.
1.30 Jump in round patterns, square, triangle, zig-zag, etc.
1.31 Twist and turn as you move around the room, without touching anyone
1.32 Make the biggest turning movement that you can with one part of your body
1.33 Move about making your body as high, or as low as you can
1.34 Walk on tiptoes without stepping on any cracks in the tiles on the floor

5. <u>Ball Handling</u>

1.1 Bouncing and catching
1.2 Tossing up and catching
1.3 Tossing against the wall and catching
1.4 Tossing against the wall, let it bounce and then catching
1.5 Tossing ball up, clapping hands and catching (Increasing the number of claps)
1.6 Tossing up, touching the floor before catching
1.7 Walking and tossing ball up, catching
1.8 Walking and bouncing
1.9 Running, tossing, and catching
1.10 Running and bouncing (dribbling)
1.11 Bouncing ball while in a crouched position
1.12 Bounce ball while kneeling down
1.13 Bounce ball while lying down
1.14 Toss up, turn around one time before you catch the ball
1.15 Feet apart, bounce ball in a figure eight, in and through your legs

1.16 Sitting Indian style, roll ball around your body (right, left), as fast as you can
1.17 Sit, extend legs forward, knees up and roll ball around your body making the ball roll under your legs (right and left directions)
1.18 Sit, extend legs forward and roll the ball around your body, over your legs (right and left)
1.19 Sitting, use your legs to roll the ball around
1.20 Move around sitting on the ball, lying on your stomach, on your back, etc.
1.21 Bounce the ball with your arms, elbows, knees, feet, buttocks, etc.
1.22 Place ball behind your back and roll the ball up your back and over your shoulder without dropping the ball
1.23 See how long you can keep your ball bouncing without moving your feet (left hand, right, both)
1.24 Throw the ball so that it hits the floor and the wall before you catch it
1.25 Use a wall corner, throw the ball so that it hits both walls at the same time and catch the return
1.26 Control the ball with your feet, move the ball around an object, trap and stop the ball with your feet

6. Ball Control

While lying, sitting, kneeling, push the ball around with your feet or hands. Make the ball follow line markings on the floor.

7. Bean Bags

1.1 Balance the bean bag on different parts of the body while standing, sitting, kneeling, and lying down
1.2 While lying on your back play catch with yourself
1.3 While sitting toss the bean bag over your head from one hand to the other
1.4 While kneeling, toss the bean bag with your head and try to catch it. Try the reverse
1.5 Stand up, place a bean bag between your feet, with a jumping motion try to toss the bag up with your feet so you can catch it
1.6 Place a bean bag on your foot, flip it upward and catch it (right foot and left foot)
1.7 Kneel on the floor, place a bean bag on your back, jump to try to dislodge the bag and catch it

8. Chinese Jump Rope

Two children spread large band (Chinese Jump Rope) between their feet. Child jumps in and out, crosses feet, moves bands with feet, etc.

9. Rope Jumping (Individual)

Child swings and jumps rope frontwards, backwards, on one foot, two feet, skips, runs and jumps with, criss-crosses, plays hot pepper, etc. (See rope skipping book)

10. Rope Jumping (With Partners)

Do as many different jumps as you can with your partner. (See rope skipping book listed in the bibliography)

11. Long Rope (15' to 30')

Two children turn rope while others take turns in the jumping. More than one child can jump at a time.

Activities:
1.1 Run through "front door" (rope turning downward toward the child)
1.2 Run through "back door" (child is facing the upward turning rope), jump and run out
1.3 Run through "front door", jump one or more times, run out "back door"
1.4 Jump quarter, half, three-quarter, and full turns while inside the turning rope
1.5 Touch your hands on the ground on every other turn
1.6 Jump from squat position
1.7 Jump from on all fours
1.8 Bounce a ball while inside the rope
1.9 Twirl hoop inside the rope
1.10 Use two or more children inside the rope. May be face to face, or back to back, etc. They may be doing the same things or something different.
1.11 Jump long rope while jumping your small individual rope
1.12 Make up your own routines

12. One Hand-Jump Rope

Hold both ends of the jump rope in one hand. Bend at waist and swing the rope in a circular motion, jumping over it as it passes under your feet.

13. Rope Shapes

Make shapes, numbers, letters, etc., with your ropes. Combine your rope with others to try to spell something, etc. (Can be done, sitting, kneeling, lying down, etc.)

14. Rope Tracks

Child stretches out ropes to resemble railroad tracks. Jumps over, walks between, jumps in and out of, back and forth, etc. (Use as many ropes as are available)

15. Hoops

1.1 Swing around waists, arms, legs, ankles
1.2 Roll hoops forward, using hands, feet, sticks
1.3 Use hoops for target rings
1.4 Throw through the rings at a target
1.5 Run through ring that a partner holds
1.6 Use large hoop as a jump rope
1.7 Hoops can be arranged in patterns for an obstacle course
1.8 Have hoop rolling relays
1.9 Invent new ways to use the hoops

16. Maze-Obstacle Course

Course could include chairs, tables, mats, climbing ropes, space dividers, homemade stands, etc. Course should include obstacles and mazes that require the child to go over and under, through, between, up, and around, etc. (Change the arrangement often to assure problem solving experiences)

17. Follow the Snake

Children spread out on the floor. Child runs with a rope and wiggles it at the same time. The other children try to step on the rope as it moves.

18. Basket Shooting

Mark spots on the floor for judging different distances while shooting baskets. Vary the form of shots, one hand, underhanded, push shot, jump shot, etc.

19. Jump the Shoe

Tie a shoe on the end of a long rope. Child turns the rope under the feet of the other children. Any player who touches the rope is out of the game until one person wins.

20. Parachute Fun

1.1 Raised Canopy - Parachute on the floor - on signal, "1, 2, 3 Up or Stretch", the parachute is raised up and held high (by moving in slightly on "Up" the parachute will go even higher, or children can get on tip toes)

1.2 Igloo - On signal, raise parachute up and then on signal "down", bring down to the floor and trap as much air inside the parachute as possible. Children can then stand on the outer band and try to look over the Igloo

1.3 Inside Igloo - Children enjoy being inside the parachute. To get inside, cross hands, turn around under the raised parachute, pull down over yourself and hold outer band down to trap the air inside

1.4 Basket of Heads - Raise parachute as to make an Igloo, on signal "down", lie down and poke your head under the outer band and bring tightly around your head to keep the air inside the chute

1.5 Floating Parachute - Raise parachute, release on signal, after a brief hesitation, the parachute floats and falls

21. <u>Scooter Maze</u>

Set up a maze using chairs, bowling pins, and other objects. Children sit, kneel, lie on, and push scooters through maze trying not to bump into anything. Gradually reduce the size of the maze, requiring better body control

22. <u>Suspended Ball</u>

1.1 Hit the suspended ball with your fist, hands, elbows, toes, hips, knees, instep, etc. (Raise and lower ball for the correct height)

1.2 Hit the ball using a stick, racket, etc. (Can teach back and forearm swings)

1.3 Combine balance board with hitting skills

1.4 Suspend a number of balls at different heights. Children must choose a height and jump to hit it. (Can use color codes for the different heights)

Chapter VII

MUSCULAR STRENGTH

Muscular strength is necessary for movement. Likewise, when the child moves, he develops muscular strength. Children need activities, games and other movement experiences to develop and strengthen the hundreds of muscles they have in their bodies. They must develop muscular strength to walk, run, jump, hop, throw, swing, pull and kick.

A vigorous program of activities must be provided to help the child explore his muscles and give him opportunities to develop his total muscular system in order to serve his everyday demands.

MUSCULAR STRENGTH ACTIVITIES

1. Rope Climb
2. Chinning Bar
3. Push-ups
4. Sit-ups
5. Tug-of-War
6. Sitting Push-ups
7. Indian Leg Wrestle
8. Human Tug-of-War
9. Isometrics
10. Parachute Activities
11. Gross Motor Movements
12. Swan Exercise
13. Curl-ups
14. Scooter Activities
15. Animal Imitations
16. Toe Exercises
17. Medicine Ball Activities
18. Back-to-Back Tug-of-War
19. Track Activities
20. Tumbling Activities
21. Physical Exercises

MUSCULAR STRENGTH ACTIVITIES

1. Rope Climb

   1.1 Use any form to climb up the rope
   1.2 Use hands and feet, slide hand up the rope, move up hand over hand
   1.3 Climb the rope with hands only

2. Chinning Bar

   1.1 Flex arm hang - Stationary hang with the chin above the bar, palms forward
   1.2 Hang from bar with hands shoulder width apart, palms forward, arms straight, feet off the floor. Raise the body by arms until chin is above the bar. Return to starting position in smooth movements
   1.3 Hang from bar with your body extended

3. Push-ups

   1.1 Modified Push-up - Child lies on the floor with his hands, palms down, at each side with knees and toes touching the floor. Pushing with arms he raises his body off the floor. (Keep the body straight). Knees and toes remain in contact with the floor at all times. Return to starting position
   1.2 Regular Push-up - Child lies on the floor with his hands (palms) at his sides. Pushes himself upward (body straight) using his toes as hinges. Movement is made with the arms and shoulders only. Return to starting position

4. Sit-ups

   Child lies on his back with legs extended and feet apart. His hands are inter-laced behind his head with elbows pointing outward. Child sits up, touching the elbow to his knee and returns to starting position. Partner may hold his ankles

5. Tug-of-War

   A rope pull activity with one or more children at the ends. Emphasis is on the strength of the pull.

6. Sitting Push-ups

   Seated on a chair, the child places his hands at his sides and grips the chair seat. He straightens his arms and lifts his body off the seat, then relaxes muscles.

7. Indian Leg Wrestle

Two children lying on their backs, side by side, facing opposite directions, hook elbows together, and on a given signal, raise inside legs, hooking opponent's leg and attempting to throw or clip him over.

8. Human Tug-of-War

Two children stand face to face across a floor line. On a given signal they try to pull each other over the line. (Can be used as team effort, each helping the other)

9. Isometrics

1.1 Child places his hands on a solid surface and pushes. Alternate pushing and relaxing of muscles.
1.2 Child places both palms together, pushes and relaxes his arm muscles.
1.3 Child hooks (cups) his fingers together, pulls and relaxes his arm muscles.
1.4 Child stands next to a wall (sideways, backward) and pushes and relaxes his muscles.

10. Parachute Activities

1.1 Children with palms (up or down) grasp the edge band and pull outward and relax (also done with arms extended backward)
1.2 Merry-go-Round - Children grasp edge band with right, left, or both hands and walk, run, skip, gallop around in a right or left direction.
1.3 Pop Corn - Children grasp edge of parachute and make waves or ripples to pop small balls or objects off and out of the parachute.

11. Gross Motor Movements

1.1	Hanging	1.10	Leaping	1.19	Bouncing
1.2	Climbing	1.11	Sliding	1.20	Dribbling
1.3	Lifting	1.12	Galloping	1.21	Catching
1.4	Crawling	1.13	Skipping	1.22	Kicking
1.5	Walking	1.14	Stopping	1.23	Striking
1.6	Running	1.15	Dodging	1.24	Pushing
1.7	Jumping	1.16	Pivoting	1.25	Pulling
1.8	Hopping	1.17	Rolling		
1.9	Prancing	1.18	Throwing		

The teacher should be able to offer many ways for the children to have experiences in these areas. Many sources are available for specific activities relating to these areas.

12. Swan Exercise

Lying face down, raise upper back, head and arms in an exaggerated swan dive position. Arms are extended sideways with palms down.

13. Curl-ups

Lie on back with feet flat and knees bent. Toes are held by a partner. Arms are clasped behind head. Curl-up and touch right knee with left elbow. Repeat, alternating elbows and knees.

14. Scooter Activities (See Chapter IV)

15. Animal Imitations (See Chapter IV)

16. Toe Exercises

1.1 Sitting or standing, feet on floor, using the toes, scratch the floor by curling the toes.
1.2 Sit on a chair, pick up a marble or a wadded piece of paper with your toes. Alternate feet.

17. Medicine Ball Activities

1.1 Pass ball to partner, overhead, under legs, etc.
1.2 Pass ball to partner as many different ways as you can.
1.3 Roll ball with your hands, feet, etc.
1.4 Push, pull the ball with hands, feet, etc.
1.5 Throw and catch the ball, trying many different ways.

18. Back-to-Back Tug-of-War

Partners lock elbows and pull at each other in opposite directions. Foot and leg muscles used.

19. Track Activities

1.1 Long Jump

1.11 Starting point: Maximum 75'
1.12 Start with the same foot
1.13 Take-off foot must not extend beyond the front of take-off board
1.14 Attain some height in order to get greater distance
1.15 Fall forward, avoid losing ground

1.2 High Jump

1.11 Scissors Style:
1.111 Run toward bar at an angle (45°)
1.112 Use short run (15 yds.)
1.113 Inside leg over bar first, opposite follows
1.114 End in a standing position

1.12 Western Roll:
1.111 Run toward bar at an acute angle
1.112 Use short run (15 yds.)
1.113 Outside leg and arm over bar first
1.114 Roll over bar, kicking trailing leg upward
1.115 Should end in pit on all fours

1.3 Dashes

1.11 A standing starting position used
1.12 Stay in your lane, run straight
1.13 Look at the ground 10 yds. ahead
1.14 Keep speed constant until you are passed the finish line

1.4 Standing Broad Jump

1.11 Pupils stand with the feet comfortably apart, with toes hooked on front edge to take-off board
1.12 Preparatory to jumping, pupil should have knees flexed and should swing the arms backward and forward in a rhythmical motion
1.13 Jump, swinging arms forcefully forward and upward, taking off from the balls of the feet.
1.14 Fall forward

20. Tumbling Activities

1.1 Forward Roll - Squat at edge of mat with knees apart and hands on mat edge between the knees. Lean forward onto hands tucking the chin onto the chest and ducking the head down between the knees. Push off from the feet allowing the weight to come down onto the shoulders and back of the neck. Keeping the back curved, knees close to chest and bent, roll over to sitting position and by grasping ankles or shins or by raising arms forward as you come to a standing position. (Head should not carry any of the weight)

1.2 Double Forward Roll - Two forward rolls returning to standing position at the end of series.

1.3 Backward Roll - Sit on heels, head tucked between knees, hands held palms up close to ears. With one continuous movement, sit, roll backward, and come to a stand. The momentum of the body is assisted by both of the hands.

1.4 Double Backward Roll - Two consecutive backward rolls.

1.5 Forward Roll Over Mat (Rolled Mat) - One mat tightly rolled on top of tumbling mat. Place hands on far side of mat, tuck chin to chest, push from toes into forward roll clearing mat.

1.6 Forward Roll Front of Mat - Hands are placed in front of rolled mat, head on tumbling mat, back of head against rolled mat. Push from toes, arching the back over the mat at the same time pushing with hands to a standing position.

1.7 Headspring from Mat (Rolled Mat) - Hands and top of head are placed on top of rolled up mat. Keeping legs straight and body extended, kick legs up over your head, arching back, and spring to feet.

21. Physical Exercises

Muscular exercises for the development of strength and mobility in the head and neck, trunk, arms and shoulders, feet and legs.

1.1 Head

1.11 Neck Extensor - (Flexibility) - Position yourself in a stride position. Count one, turn head to left. On count two, return, three turn head to right, and on four return.

1.2 Arm and Shoulder

1.11 Wing Stretcher - (Flexibility) - Stride stand, arms horizontal, elbows bent, hands touching chest, palms down. On count of one, press elbows back sharply. On the second and third count relax. Repeat.

1.12 Arm Rotation - (Flexibility) - Stand with arms at sides. On counts one and two, make large circles, and on three and four make small circles.

1.13 Push-ups (Power and Strength) - Prone starting position, hands below shoulders palms down, body straight. On count of one push up with arms, elbows straight, and on two, down to floor, keeping body straight.

1.3 Trunk and Abdominal

1.11 Trunk Twister - (Flexibility) - Stride stand, arms horizontal, elbows straight. On count of one, twist trunk to left, return on two. On three, twist trunk to the right and return on four.

1.12 Windmill - (Flexibility) - Stride stand, arms horizontal, elbows straight, hips flexed. On one, touch right hand outside left foot, extend left arm upward. Two, return. Three, touch left hand outside right foot, extend right arm upward. Four, return to starting position.

1.13 Sit-up - (Power) - Supine starting position with hands clasped behind the neck. On the one count, sit up touching elbows to the knees. On the two count, return to the starting position.

1.14 Leg Raise - (Power) - Supine position, hands clasped behind head. On count of one, raise feet off the ground six inches. On two, spread legs apart, three, bring feet back together and on four, lower them to the starting position.

1.15 Bend and Stretch - (Flexibility) - Stand, hands on hips, feet twenty inches apart. On the count one, bend forward, touch your knuckles to the floor, on two return to start, three, stretch hands and arms upward, raise up on toes, and return to start on the count of four.

1.4 Feet and Legs

1.11 Running in Place - (Agility) - Standing, arms hanging loosely at sides. Running on spot, raise knees high, relax arms and shoulders.

1.5 Combination

1.11 Squat Thrust - (Agility and Power) - Standing, hands on hips. On the count one, palms on ground in front knees bent. On two, thrust feet and legs backward, keeping body straight. On three, return to position one, and four, return to starting position.

1.12 Side Straddle Hop (Jumping Jack) - Standing, hands at sides. On the count of one, jump to stride stand, touch hands together, and on two return to starting position.

1.13 Treadmill - (Agility) - Push-up position, right leg forward and bent. On the count of one, thrust right leg forward, bending at the knee, keeping left leg straight back. On the second count, thrust the left leg forward and return right leg to a straight position.

Chapter VIII

RHYTHMIC AND DANCE ACTIVITIES

Rhythm is acquired and developed by people, especially children, day by day, and minute by minute. Rhythmic patterns are explored, enacted, and learned by an individual as he learns to move in space and discovers the many movement sequences in which he must participate.

Many retarded children, as well as those considered "normal," react pleasurably to musical activities. These activities are challenging, satisfying and very enjoyable. Musical activities can and often are the most successful tools in teaching the mentally retarded children.

The child should have opportunities to discover various rhythmic patterns in order to improve himself in gracefulness for his performance in life. These skills range from basic movement with a simple beat to complex patterns found in dance activities.

RHYTHMIC AND DANCE ACTIVITIES

1. Basic Movement Patterns
2. Clapping Patterns
3. Drum and Beater
4. March Music
5. Exercises
6. Musical Movement Exercises
7. Parachute
8. Movements to Music (Sitting)
9. Rope Skipping to Music
10. Creative Movement Activities
11. Folk Dances
12. Square Dances

RHYTHMIC AND DANCE ACTIVITIES

1. Basic Movement Patterns

1.1 Walk

1.11 Have children listen to the walking beat and then ask them to suggest ways of moving to the beat (4/4 beat). Expect responses such as: Jump, march, etc.

1.12 Next, have children use two fingers of one hand as drum and on signal, tap out time with the teacher.

1.13 As soon as most of the children can keep time with their hands and stop on signal, have them stand and move in a counter-clockwise direction around the room in time to the beat.

1.14 Look for children doing well and have the class watch them. Point out natural swing of arms and make sure boys do not keep their hands in their pockets.

1.15 Repeat until most children can begin on the signal and stop with a loud beat.

1.2 Slow Walk (2/4 beat)

Arms are needed for good balance and should not be kept in pockets or folded. Children who have difficulty doing the slow walk, have them think step, hold, step, hold, as they do the movement. The teacher may, in the beginning, say this aloud as the children move to the beat.

1.3 Run (4/4 beat: 8 beats to a measure)

Stress small steps using the ball of the foot and the toes. Stress keeping balance and good natural arm position, arms bent at elbows.

1.4 Hop (4/4 beat)

Hopping is a spring off the ground with no transfer of weight, leaving the ground on one foot and landing on the same foot.

1.5 Jump (2/4 beat)

Jumping is a spring off the ground landing on both feet. Take off and landing should be on the balls of the feet, with knees bent to absorb the shock.

1.6 Skip (6/8 beat)

Skipping combines a walk and a hop in an uneven rhythmic pattern, step forward on one foot and hop on the same foot, then step forward on the other foot and hop. The hop is shorter (in time) than the walk. A child who has difficulty with skipping might be helped by having him skip between two children who do the skip well. The children should join hands.

1.7 Slide (6/8 beat)

Move one foot to the side and draw the other foot up to it, then transfer the weight from one foot to the other.

1.8 Gallop (6/8 beat)

The gallop is similar to the slide except that both feet are off the floor at the same time. It is done more vigorously, and usually faster than the slide.

2. Clapping Patterns

Teacher uses hands to clap out a pattern. Children repeat the pattern.

3. Drum and Beater

Children walk, run, skip, gallop, etc. in time to the beat of the drum. Vary the tempo as; slow, fast, etc.

4. March Music

1.1 Marching in place to music
1.2 Develop patterns of movements
1.3 Follow the leader - keep time to music

5. Exercises

1.1 Plan exercises to fit music
1.2 Use exercise records (Chicken Fat, etc.)

6. Musical Movement Exercises

(Records available from Educational Activities)

7. Parachute

Most of the activities listed in previous chapters can be done in rhythmic patterns and with music. Educational Activities, Inc. has a record for use with the parachute.

8. Movements to Music (Sitting)

Children can keep time to music by doing:

1.1 Tapping fingers to the floor
1.2 Slapping hands to the floor
1.3 Extending legs forward and tapping heels
1.4 Alternating heels and hands
1.5 Tapping toes
1.6 Combine activities and movements
1.7 Experiment

9. Rope Skipping to Music

(See Educational Activities, Inc., for records)

10. Creative Movement Activities

1.1 Action songs - Use records of songs to teach movement responses to music. (Row, Row, Row Your Boat, London Bridge Is Falling Down, etc.)
1.2 Free movement - Play music (The Nutcracker, etc.) to teach children to move about freely, bending and stretching, swinging and swaying, etc.
1.3 Patterned movements - Play music to teach children to bend bodies, sway, pull or push heavy objects. (Volga Boatman, etc.)
1.4 Animal imitations - (Peter And The Wolf)
1.5 Storms - (Grand Canyon Suite)
1.6 Wind and rain - (Sorcerer's Apprentice)
1.7 Singing games - (Looby Lou, Farmer In The Dell, etc.)
1.8 Exercises to music, make up own routines

11. Folk Dances

1.1 Seven Jumps (Danish) - Formation - Single Circle

Part I - All join hands, 8 sliding steps to the left, 8 slides right. Stop on the first sustained note.

Part II - Seven steps are: (1) Raise right leg; (2) Left leg; (3) Kneel on right knee; (4) Left knee; (5) Lean on right elbow; (6) Left elbow; (7) Forehead on floor.

1.2 Troika (Simple Circle Version) (Circle Formation)

Legs straight, toes pointed, 8 kicks right, 8 kicks left, 16 kicks to the center. All circle to left (16 steps); circle right (16 steps)

Variations: Use any combinations of steps and action movements in groups of 8 and 16 counts.

1.3 Troika (Advanced) (Russian Dance)

Sets of three, center dancer joins hands with each of his other partners.

Part I - Turning slightly to right, 8 kicks to right, 8 kicks to the left, 16 kicks to the center.
Part II - Right arch (center dancer raises left arm, dancer on right goes under the up-raised arms, center follows under with 8 running steps. Left arch (same). Then repeat the same with a quick left and right arch.

1.4 Crested Hen (Circle of Three)

Part I - Starting with the left foot, step hop to left 8 counts. Return to the right 8 counts, and form a line of three.
Part II - Center dancer forms an arch with the left partner while the right person goes under the arch in 8 counts. Center person follows and turns under his own arm. Repeat the same sequence for the right partner.

1.5 Chimes of Dunkirk (French-Belgian) (Simple)

Everyone faces a partner, no specific organizational pattern needed.

Part I - 3 stamps with feet, right, left, right
Part II - 3 claps with the hands
Part III - Hook right elbows with partner and make one complete turn
Part IV - 2 forwards and backs. (Partners take one step toward each other and back, repeat 2 times
Part V - Everybody turns in place, one time

1.6 Chimes of Dunkirk (Advanced) (Double circle)

Part I - Three steps in place, right, left, right; clap own hands three times; hook right elbow with partner and turn once around.
Part II - Join hands with partner, arms at shoulder level hands sidewards. Balance step, forward and back, twice.
Part III - Join left hands, turn once around, girl returns to place and boy moves to next girl on his right.

1.7 Csebogar (Hungarian) (Single circle, girls on right)

Part I - All join hands, circle left (8 steps), circle right (8 steps). Walk toward the center 8 steps and 8 steps back.
Part II - Hook right elbows with partner and turn once around skipping.
Part III - Join hands, arms extended sidewards. Take 4 draw steps toward center of circle (step-close, step-close, etc.), 4 draw steps back. Then 2 draw steps in and 2 steps back to place.
Part IV - Hook right elbows with partners and turn once around skipping.

1.8 The Wheat (Groups of three)

Part I - All walk forward together 16 steps.
Part II - Center partner hooks right elbow with one partner and turns twice around with 8 skipping steps and repeat this again with other partner.

1.9 Kinderpolka (Single circle, partners join hands)

Part I - Couples take two draw steps to the center, and three steps in place. Return with two draw steps and three steps in place. Repeat again.
Part II - Slap thighs with both hands, clap own hands, then clap partner's hands 3 times. Repeat again.
Part III - Place right heel forward and shake right finger at partner 3 times. Repeat with left 3 times. Turn around in place with four running steps and stamp 3 times.

1.10 Dance of Greeting

Single circle, girl partner on right, face center.

Part I - Clap own hands once, face partner and bow (girl curtsy), turn and face center and clap hands once, and bow (curtsy) to your neighbor. Face center, turn in place with 4 running steps.

Repeat again.

Part II - All join hands and run lightly 16 steps left and 16 steps to the right.

12. Square Dance

1.1 Heads and Sides

Introductions: Honors, circle left and right.

Dance: Head couples go forward and back. Same two couples to the center and circle to the left and to the right. Go back home. Do-si-do Corners, Swing Partners and Promenade.
Chorus: Circle to the left and right. Do-si-do corners and partners.
Dance: Side couples to do the same.
Chorus: Same as before.

1.2 Around the Outside

Introductions: Honors, Swing Corners and Partners and Promenade.

Dance: First couple stand back to back and walk around the square in the direction that they are facing. Meet behind couple no. 3 and swing. Stop swinging and continue around in the same direction, passing their own places, their own partners. All swing corners and boys keep corner girl for a new partner as they promenade to the boy's position. First boy repeats figure with new partner.
Chorus: Circle left and right. All to the center and back and repeat again.
Dance: Second boy does the dance twice.
Ending: Do-si-do corner and partner and promenade.

1.3 <u>Virginia Reel</u> (Line formation, boys one side, girls the other side, 5-6 feet apart)

Introductions: Honor partners

Dance: Forward and back, right hands around, left hands around, both hands around, do-si-do.

Reel: First couple down the center and back. Then "Reel the Set." Head couple hooks right elbows, turns one and one-half times around, then separates and goes to opposite line. Head boy turns second lady once around with a left elbow turn (head lady does the same), meet in the center and hook right elbows and on to the next, etc.

Cast off: Head couple leads to the outside (boy to the left, lady to the right), others follow as he marches to the foot of the set, and makes an arch with his partner. The others "sashay" through the arch. Second couple goes to the head of the set where they now will do the leading.

Chapter IX

GROUP ACTIVITIES

Games involving large groups are important to all children. The experience of a variety of games is important because it provides the opportunity to learn specific skills, to develop leadership qualities, to participate in learning accepted social behavior, to participate in learning social acceptance, is an emotional outlet, for physical fitness of the body, and for pure enjoyment.

Careful planning of diversified opportunities for all children should provide a well-rounded curriculum of activities to satisfy many of the children's needs. A variety of active games, integrated into the child's planned curriculum, should provide him with the necessary activities to help him develop physical, emotional, and social skills.

This chapter will be divided into the following divisions:

1. Games Of Low Organization
2. Squad Games
3. Relay Games
4. Lead-up Games
5. Classroom Games

GROUP ACTIVITIES

1. Games Of Low Organization

1.1 Slap Jack
1.2 Squat Tag
1.3 Boundary Ball
1.4 Steal The Bacon
1.5 Crows And Cranes
1.6 Stick Catch
1.7 Gangster And His Guards
1.8 Loose Caboose
1.9 Midnight
1.10 Teacher
1.11 Call Ball
1.12 Hit The Pin
1.13 Jack Frost
1.14 Circle Ball Passing
1.15 Number Change
1.16 Squirrels In Trees
1.17 Skip Tag
1.18 Touch Ball
1.19 Flying Dutchman

2. Squad Games

1.1 Nervous Wreck
1.2 Jump The Shoe
1.3 Poison Pin
1.4 Basketball Underhand Shot
1.5 May I?
1.6 White Elephant
1.7 Over The Waves
1.8 Circle Stride Ball
1.9 Man From Mars
1.10 Fox And Squirrel
1.11 Team Stride Ball
1.12 Over The Wall

3. Relay Games

1.1 Running Relay
1.2 Whistle Relay
1.3 Skipping, Hopping, Jumping, Galloping, Walking Relays
1.4 Statue Relay
1.5 Changing Pin Relay
1.6 Pin Shuttle Relay
1.7 Jump The Stick Relay
1.8 Human Bridges

4. Lead-up Games

1.1 Circuit Soccer
1.2 Line Soccer
1.3 Sideline Basketball
1.4 Kickball Basketball
1.5 Long Ball
1.6 Newcomb
1.7 Keep-Up
1.8 Mickey Soccer

5. Classroom Games

1.1 Do This
1.2 Dog And Cat
1.3 Caught In The Box
1.4 Bean Bag Throw
1.5 Zig-Zag Relay
1.6 Eraser Relay

1. Games of Low Organization

1.1 Slap Jack - All players in a circle stand facing the center with their hands held together, palms up, behind them. One is chosen as IT, and he walks around the outside. When he slaps a player on the hands, that player chases IT around the circle, and tries to tag him before he reaches the empty place. The chaser becomes the next IT if he catches IT.

1.2 Squat Tag - One player is IT and tries to tag any other player. To be safe, runners assume a squat position. When one is tagged, this person becomes IT and tries to tag someone else.

1.3 Boundary Ball - Opposing teams are divided and scattered on each half of the floor. One ball is given to a player on each team. The purpose of the game is for a team to throw, roll, or bounce a ball across the opponent's goal line. A point is scored for a team whenever this occurs. Players may stop the ball in any manner they can. Game is usually played with a time limit.

1.4 Steal The Bacon - Start with two equal lines, and give each person a number starting with one at each end of the line. Call out a number, and the player from each team having that number runs out and tries to snatch the Bacon (any object) and take it across his goal line without being tagged by the other player.

1.5 Crows And Cranes - Players are divided in half, one group called Crows and the other Cranes. They line up on respective opposite center lines. The leader calls out Crows or Cranes, who in turn, run to catch the other before they cross the goal line. When a player is caught he must join the opposite team.

1.6 Stick Catch - Small circle with players each given a number, and one is IT. IT stands in the center and balances a stick on end, calls a number and lets go of the stick. The person whose number is called runs to center of circle and tries to catch it before it reaches the ground. If he is successful, he becomes IT.

1.7 Gangster And His Guards - Three children are chosen to be in the center of the circle. The gangster

stands at the back and holds onto the next person who is his guard. There are two guards who try to keep the ball from hitting the gangster. Only the front guard may use his hands to stop or deflect the flight of the ball, all others must keep their hands on the person's waist ahead of them, leaving only their feet for protection. Anyone hitting the gangster, becomes the first guard. Gangster drops off to the circle and the last guard becomes the new gangster.

1.8 Loose Caboose - Players stand in groups of three in a circle. The first player is Engine, the second is Chair Car, and the third is the Caboose. There are two (or any number) of Loose Cabooses who try to attach themselves to the end of a line. When this occurs, Engine becomes a Loose Caboose and the game continues.

1.9 Midnight - The Fox stands in his den and the Sheep in their fold. The Fox wanders out into the meadow and so do the Sheep. The Sheep ask "What time is it?" and the Fox answers, "Two o'clock, ten o'clock," etc. The Sheep keep milling around, but when he answers "Midnight," they scamper for the fold (base). All the Sheep that are tagged become Foxes, and the procedure is repeated. The last Sheep caught becomes the New Fox and a new game starts.

1.10 Teacher - The children line up shoulder to shoulder and face the child who represents the Teacher. The leader stands about 10' in front of the group. Starting at one end, he throws the ball to each child. The leader then goes to the end of the line and the first child becomes the new leader.

1.11 Call Ball - Players form a circle with one in the center who throws the ball in the air, at the same time calling the name of one of the players. The one called must catch the ball before it strikes the ground more than once. If he catches it, he changes places with the thrower; of not, he returns to the circle and the same child throws again.

1.12 Hit The Pin - Players form two to four lines. First child has one large ball. A bowling pin is set on a marked spot (20') in front of the pitching line with a pin setter in back to return the ball to the players. Each child takes his turn to roll the ball at the bowling pin and is to go to the end of the line.

1.13 Jack Frost - A 20' square is drawn to represent a garden. One child is chosen to be Jack Frost. The other players represent leaves, flowers, grass, or trees. They run, skip, or whirl any place inside the garden. When a player is touched by Jack Frost, he comes frozen to the spot. The last player caught becomes Jack Frost for the next game.

1.14 Circle Ball Passing - Form circles of 8 to 12 players facing center of circle. Objects such as ball or bean bags are passed around the circle. Points are scored against circles when the object is dropped.

1.15 Numbers Change - All players are given a number and one is chosen to be IT. The players stand in a circle with IT in the center. He calls any two numbers. The players whose numbers he calls exchange places, while the one who is IT attempts to get to one of their places in the circle. The one of these left without a place is IT for the next time and he calls the two numbers to change.

1.16 Squirrels In Trees - Number off by 3's. Numbers 1 and 2 form Tree by facing and holding hands. No. 3 is the Squirrel inside the Tree. Odd players are the Homeless Squirrels. At a signal, all Squirrels must change Trees, and in the scramble the Odd Squirrels try to find a Tree. Change position of Trees and Squirrels often to allow running for all.

1.17 Skip Tag - The children are seated around the room with right hands extended. IT skips around and slaps palm of one player. The chosen player skips after IT and if he successfully tags him, he comes IT.

1.18 Touch Ball - Players are in a circle formation. One child stands inside the circle. A ball is passed from player to player around the circle and across the circle. The child who is IT must try to tag the ball. When he does, the child who threw the ball or touched it last becomes IT.

1.19 Flying Dutchman - Two children with hands joined are IT, and walk around the outside of the circle. Couple tags joined hands of two circle players. IT couple runs around the circle in the same direction and tagged couple goes around in the opposite direction. Couple reaching vacant place in the circle is IT for the next game.

2. Squad Games

1.1 Nervous Wreck - The players in the line stand with their arms across their chests. IT throws the ball quickly to a player in the line. If this player misses the ball he is out of the game, until the game starts again. The last player to be caught is the new IT.

1.2 Jump The Shoe - One player in the circle swings the rope around the circle. (A shoe is tied onto the end of the rope) The players try to jump over the rope. If the rope hits any player, the player is out of the game until the game is started again. The last player becomes the center person.

1.3 Poison Pin - The players stand in circle formation. The pin is placed in the center of the circle. The players by pulling try to make one of the players knock the pin down. The player who knocks the pin down is out of the game until the game starts over.

1.4 Basketball Underhand Shot - Children stand in a line near the basket. Child takes a shot at the basket, retrieves the ball, hands it to the next person in line. Scores can be kept as to how many baskets were made by an individual in a given time.

1.5 May I? - IT speaks to the first player in the line, saying, "you may take a baby step, a giant step, an umbrella step, a rooster step, etc." The player spoken to says, "May I?" The object is to cross the line where IT stands to be the new IT. When a player fails to say "May I?," he must go back to the starting line.

1.6 White Elephant - Players line up at one end with IT standing in front. IT will say any color elephant, but white, and the players just stand still. When he calls "white elephant," the players run. IT runs after them and tries to tag them. When a player is tagged, he is out of the game until all have been tagged. The last player tagged is the new IT.

1.7 Over The Waves - One squad member stands at the end of the mat. The other players lie face down on the mat. Standing player kneels at front of group and swims across backs of prone players as they joggle forward and back making waves. As the swimmer reaches end of mat he becomes one of the people on the mat and the first in line becomes the swimmer.

1.8 Circle Stride Ball - Circle formation, players in a stride position, toes touching persons on each side. Players must bend from the waist always keeping legs apart. Object is for IT to roll the ball through the other players'legs and the players to stop the ball from going through his own legs by using only his hands. If the ball goes through the legs of a player, he is out of the game and must sit down in his place. Last player left is the new leader.

1.9 Man From Mars - Players stand on a line and call to IT, who is in center of playing area, "Man from Mars, may we chase you to the stars?" IT responds, "Yes, if you have on blue" (or any other color he chooses to name). All children wearing that color chase IT around play area. Child who tags him is the new IT, and game starts again.

1.10 Fox And Squirrel - The Fox (ball) is held in the circle, opposite the Squirrel (bean bag). On the signal, both objects are started around the circle, the Fox trying to catch the Squirrel. The Fox may change directions at any time. The Squirrel must change direction to avoid being caught.

1.11 Team Stride Ball - Each team forms a circle and numbers off. Number 1 player from each team goes to the center of another circle. Circle players stand with feet apart and touching foot of next person. Center player tries to throw ball out of circle between legs of circle players, who may use only hands to prevent ball from going out. When ball goes out between legs of a circle player, or between two players below the knees, center player calls, "Point!" Play stops after point. Game continues until each person has been a center player.

1.12 Over The Wall - The wall is a 25' line drawn about 30' from the kicking circle. One player is kicker and stands in kicking circle. Other players scatter in the playing field. Kicker calls, "Over The Wall!" and kicks. Any fielder who can catch or stop the ball before it goes over the wall (line) is the new kicker. If the ball goes over the wall, the original kicker kicks again.

3. Relay Games

1.1 Running Relay - The player runs to the goal line and back tagging the next player.

1.2 Whistle Relay - The player runs forward and when the whistle blows runs back tagging the next player.

1.3 Skipping, Hopping, Jumping, Galloping, Walking Relays - The player skips, etc., to the goal line and back tagging the next player.

1.4 Statue Relay - One player from each team stands on the goal line facing his team. He must stand still and moves only as the team moves him. Each of the other players in turn runs to the goal line, adjusts the statue and returns to the line tagging the next player. The statues can be moved to any position by raising or lowering an arm.

1.5 Changing Pin Relay - A pin is placed on the goal line in front of each relay team. The first player runs to the goal line and grabs the pin and returns to the team giving the pin to the next player. The second player must run forward and place the pin back on the goal line and run back and tag the third player.

1.6 Pin Shuttle Relay - A pin is placed on the Pin Line (half-way between the starting line and the goal line) in front of each relay team. The first player runs forward, takes the pin and places it on the goal line, returns and tags the next player. The second player runs to the goal line picks up the pin and brings it back to the pin line and returns tagging the next player, etc.

1.7 Jump The Stick Relay - First person runs and picks up a stick, and comes back. The second person takes hold of the stick and the two carry the stick back to the end of the team, drawing the stick under each player, who must jump it. When they come to the end of the team, the first player remains there. The second player takes the stick to the head of the line and the third player grasps one end of the stick and is taken to the end, etc.

1.8 Human Bridges - One player from each team forms a bridge on his hands and knees at the pin line, each player in turn must run down, crawl under the bridge, run to the goal line, and tag the next player.

4. Lead-up Games

1.1 Circuit Soccer - A player "at bat" kicks the ball that has been rolled by the pitcher. The kicker, running to meet the ball kicks the ball and runs the bases. The fielders must stop the ball with their feet and dribble the ball with their feet to the player in the pitcher's box. If the runner completes the circuit before the pitcher steps on the ball in the pitcher's box, he has scored a run. If not he has made an out. Three outs, change sides.

1.2 Line Soccer - The players are divided into two teams. Two forwards from each team play in the center of the field. The other players stand on the sides or the ends of the field, guarding their goal and one side line. The object of the guards is to keep the ball from going out of bounds and to keep the ball from crossing the goal line. After the kick-off, any of the forwards may follow the ball anywhere on the playing area, attempting to kick the ball through the opponents' goal line. The ball is advanced up and down the field by dribbling the ball with the feet. Players may block the ball with their heads, shoulders, hips, feet or knees, but may not use their hands. Only players in the center can score goals. If a guard lets a ball through the side line, the ball is placed in the center and four new forwards come out. After a score, new forwards replace the old ones.

1.3 Sideline Basketball - Divide group into two teams. Two players from each team play in the center of the court. All other players spread out on their side of the court on the boundary line. The players in the center try to score points at their basket. Since no dribbling is used in this game, the players must use their sideline players to pass the ball to. The regular rule of traveling (running, walking with the ball is used) necessitates the use of all team members. One point is scored when the ball hits the rim of the basket, and two points is scored when a regular basket is made. Change teams often or when a score is made. To make the game more interesting, do not allow the people in the center to pass the ball to each other.

1.4 Kickball Basketball - People in regular kickball formation, with two people stationed near the basket. The pitcher rolls the ball, players kick the

ball, and run the bases. The fielders retrieve the ball and throw the ball to one of the people stationed at the basket. These persons shoot the ball until it goes in. If the basket is made before the runner crosses homeplate, he is out. If the reverse happens, a run is scored.

1.5 Long Ball - Game is played with one large base, homeplate and pitcher's mound. When batter hits the ball in any way he runs to the base. The base runner may stay on this base until he feels it is safe (when another batter hits the ball) to try to score by coming home. Any number of runners can be on base at one time, and any number can try to score at the same time. The batter is out when: he strikes out, bats a fly which is caught, is tagged off base, when the ball beats him to the base, or he is hit by the ball thrown at him between the bases. After each team member has had his bat, the teams change sides, counting the number of runs scored.

1.6 Newcomb - Players arrange themselves on each side of the net. The game starts with a player on one team throwing the ball over the net. The ball is caught and thrown back. This continues until the ball drops to the floor or goes out of bounds. The offending team forfeits a point for each violation. Same team puts ball back into play. Use some sort of rotation to give everyone equal opportunities.

1.7 Keep-Up - Form a circle and toss a beachball in the air. The players try to keep the ball up by volleying. If the ball is held, dropped, or touched twice in succession by the same player, he is out of the game and sits down. Play until only two players remain.

1.8 Mickey Soccer - Each player in each circle is numbered. The ball is placed in the center of the circle. The leader calls a number. Everyone having that number runs into the center of the circle, dribbles the ball out through his place in the circle and goes to the right around the circle, back through his place, and puts the ball in the center of the circle. The player who returns to his place in the circle first wins.

5. Classroom Games

1.1 Do This - Children line up in a circle formation around the room. The chosen one stands in the center of the group, does a stunt or exercise, and says, "Do this." All the players try to imitate him. New leader is appointed.

1.2 Dog And Cat - Players in seats, each two rows facing each other. Give the first player in each double row two objects. Upon a signal, the first object is tossed across the aisle to the teammate, who continues tossing it down the column. It travels in a zig-zag manner. Immediately after the first object is on its way, the second one is begun in the same manner. The object is to have the latter object overtake the first object.

1.3 Caught In The Box - Draw a square (30") on the floor between the aisles. Have children join hands and follow the leader who walks up one aisle and down the next. At a given signal all must stop, and anyone caught in the "boxes" is out of the game.

1.4 Bean Bag Throw - Each row of players stand in colums in the aisle to the right of their desks. The first player in each row has two bean bags. He is to toss these in a circle drawn on the floor in front of the room. For each one he gets in, his team gets one point. As each player completes two tosses, he moves to the end of the line. After each round, the team with the most points wins.

1.5 Zig-Zag Relay - Players sit in their seats with their arms on their desks. An eraser is placed in the aisle to the left of the player in the row. At a given command, the first player picks up the eraser from the aisle and places it on the floor in the right aisle. The second player then picks it up and replaces it in the original aisle. First one to finish is the winner.

1.6 Eraser Relay - Players are seated, having their hands on the desks. An eraser is placed on the first desk of each row. At a given signal, the first player in each row lifts the eraser with two hands and passes it over his head to the second, the second to the third, etc. When the last one in the row gets the eraser, he begins to pass it back in the same manner. The first row to get the eraser back where it started is the winner.

Chapter X

TESTING AND MEASURING INDIVIDUALS

Evaluation involves measurement of the child, the program, and also the teacher. A good measurement program will make use of many different kinds of tests and diversified styles and techniques to accomplish the evaluative goals. The following are some of these techniques:

The effects of participation upon the retarded can be evaluated in many ways.

1. Informal techniques: observation; anecdotal records; discussions with the individual, his teachers, peers, and others who know and work with him; rating scales; checklists; inventories; questionnaires; and a variety of homemade devices.

2. Formal techniques: tests of perceptual-motor function, coordination, gross motor ability, fine motor skills, physical fitness, cardiorespiratory function, anthropometric characteristics, and specific sports skills.

3. A variety of developmental measures: tests of I.Q., learning ability, academic achievement, social-emotional behavior, speech,and perception.

4. Results of tests and evaluations by specialists (audiologist, opthalmologist, neurologist, pediatrician, psychologist, psychiatrist, sociologist, caseworker, home visitor, speech therapist, and any others from whom pertinent information can be obtained) need to be available and used by those involved in physical education and recreation programs for the retarded. Additional professional assistance can often be

obtained from college and university departments of physical education, special education, recreation, educational psychology, medicine, and speech.

5. Individual records of all data collected about each individual should be kept and organized so they can be used by those involved in these physical education and recreation programs. Time should be allotted for specialists who have evaluated the participants to meet together, interpret their findings, and discuss appropriate activities and approaches to meet each individual's needs.[11]

Many tests and evaluative measurement devices are available for special education needs. The following list is a sampling of the many materials that are available in test forms, booklets, kits, recorded albums, etc.

1. The Development of Body Awareness and Position in Space, by Dorothy B. Carr and Bryant J. Cratty, Educational Activities, Inc. (album)

2. Dynamic Balancing Activities, by Dorothy B. Carr and Bryant J. Cratty, Educational Activities, Inc. (album)

3. Exercises for the Mentally Retarded; How to Develop Physical Functions in the Growing Child, by Evelyn Loewendal, A. C. Croft, Inc. (booklet)

4. The Frostig Program for the Development of Visual Perception, by Marianne Frostig and David Horne, Follet Educational Corporation. (kit)

5. Oseretsky Tests of Motor Proficiency, Educational Publishers, Inc., Minneapolis, Minn. (booklet)

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[11] A Guide for Programs in Recreation and Physical Education for the Mentally Retarded. American Association for Health, Physical Education, and Recreation, Washington, D.C., 1968, p. 19.

6. The Perceptual-Motor Attributes of Mentally Retarded Children, Bryant J. Cratty, University of California, Los Angeles, Calif. (book)

7. The Marianne Frostig Developmental Test of Visual Perception by Marianne Frostig, Welty Lefever, and John R. B. Whittlesey, Consulting Psychologists Press. (kit)

8. Motoric Aids to Perceptual Training--Observation Checklists, by Clara M. Chaney and Newell C. Kepart, Charles E. Merrill Publishing Company. (book)

9. A Program of Developmental Motor Activities For Retarded Children, Louis Bowers, University of South Florida, Tampa, Florida. (booklet)

10. The Purdue Perceptual-Motor Survey by Eugene G. Roach and Newell C. Kephart, Charles E. Merrill Books, Inc. (book)

11. Perceptual Training Activities Handbook, by Betty Van Witsen, Teachers College Press. (handbook)

12. Kraus-Weber Tests of Minimum Muscular Fitness, by Hans Kraus and Ruth Hirschland, "Minimum Muscular Fitness Test in School Children," Research Quarterly 25:178-188, May, 1965. (article-test)

13. Physical Fitness for the Mentally Retarded, Frank J. Hayden, Southern Illinois University, Carbondale, Illinois. (booklet)

14. Special Fitness Test, AAHPER, Washington, D.C. (booklet)

15. Southern California Motor Accuracy Test by A. Jean Ayres, Western Psychological Services. (kit)

16. Youth Fitness Test, AAHPER, Washington, D.C. (booklet)

17. Valett Developmental Survey of Basic Learning Abilities by Robert E. Valett, Consulting Psychologists Press. (kit)

18. Visual Perception Filmstrips by Sidney Groffman, Classroom Materials Company. (filmstrips)

19. Movement Pattern Checklists by Barbara B. Godfrey and Margaret M. Thompson, University of Missouri, Columbia, Missouri. (checklists)

Chapter XI

SAMPLE UNITS FOR OUTDOOR ACTIVITIES

1. Fall - (Early Elementary - ages 7-11)

Rope Skipping Unit

1.1 Time - Two one-half hour periods

1.2 Goals and Objectives

1.11 Encourage rhythmic patterns
1.12 Develop coordination of hands and feet
1.13 Provide opportunities for development of individual and group cooperation

1.3 Warm-ups

1.11 Running in Place, p. 49
1.12 Side Straddle Hop, p. 50

1.4 1st Period

1.11 Rope Jumping (Individual), p. 39
1.12 Jump the Shoe, p. 66
1.13 Rope Tracks, p. 40

1.5 2nd Period

1.11 Long Rope, p. 39
1.12 One Hand-Jump Rope, p. 39
1.13 Follow the Snake, p. 40

2. Winter - (Prep - ages 13-15)

Outside winter activities must be planned according to the type of weather, external facilities, building rules governing usability of the play areas, and permission to take the class out-of-doors. Since there

are many determinating factors governing outside usage of the facilities, the teacher and the building principal should plan this unit of study together. This unit would probably be limited to one or two half hour periods.

Possible Activities

1.1 Warm-ups

1.11 Running in Place, p. 49
1.12 Jumping Jacks, p. 50
1.13 Windmill, p. 49

1.2 Activities

1.11 Running activities

1.111 Crows and Cranes, p. 63
1.112 Jack Frost, p. 65

1.12 Tug-of-War, p. 44
1.13 Rope Shapes (Adaptation), p. 39
(Make shapes, numbers, letters, etc. in the snow, with: feet, hands, etc.)
1.14 Rope Tracks (Adaptation), p. 40
(Make parallel lines in snow with hands, feet, etc., and jump over, walk between, jump in, and jump back and forth, etc.)
1.15 Animal Movements, p. 30 (Stress outdoor animals)

1.3 Goals and Objectives

1.11 Instruct children to observe safety rules
1.12 Stress proper dress according to the weather
1.13 Safety regulations and rules for weather conditions

3. Spring - (Later Elementary - ages 10-14)

Track Unit

1.1 Time - Six and one-half hour periods

1.2 Goals and Objectives

1.11 Prepare children for exposure to participation in the Annual 6th Grade Track Meet
1.12 Develop skills necessary for participation
1.13 Condition of the body needed for participation
1.14 Explanation of rules and regulations of the track meet

1.3 Warm-ups

1.11 Muscular strength activities

1.111 Running in Place, p. 49
1.112 Windmill, p. 49
1.113 Squat Thrust, p. 50

1.4 1st Period

1.11 Long Jump, p. 46
1.12 Jump the Stick Relay, p. 63

1.5 2nd Period

1.11 Dashes, p. 47
1.12 Review Long Jump, p. 46

1.6 3rd Period

1.11 Standing Broad Jump, p. 47
1.2 Review Dashes, p. 47

1.7 4th Period

1.1 High Jump, p. 47
1.2 Review Standing Broad Jump, p. 47

1.8 5th Period

1.1 Review High Jump, p. 47
1.2 Work on problem areas

1.9 6th Period

1.1 Set up track meet for children of the areas taught

Chapter XII

SAMPLE UNITS FOR INDOOR ACTIVITIES

1. Fall - (Later Elementary - ages 10-14)

Physical Fitness Unit

1.1 Time - Six one-half hour periods

1.2 Goals and Objectives

1.11 Understanding needs for physical fitness
1.12 Development of muscle system of the body
1.13 Understanding of body parts and movements
1.14 Test for Physical Fitness Awards (AAHPER)

1.3 Warm-ups

1.11 Sit-ups, p. 49
1.12 Push-ups, p. 49
1.13 Running in Place, p. 49
1.14 Arm and Shoulder, p. 48

1.4 1st Period

1.11 Chinning Bar, p. 44
1.12 Parachute Activities, p. 45

1.5 2nd Period

1.11 Squat Thrust, p. 50
1.12 Squat Tag, p. 61
1.13 Crab Walk, p. 16

1.6 3rd Period

1.11 Isometrics, p. 45
1.12 Gym Scooters, p. 16
1.13 Keep-up, p. 62

1.7 4th Period

1.11 Rope Climb, p. 44
1.12 Human Tug-of-War, p. 45
1.13 Poison Pin, p. 66

1.8 5th Period

1.11 AAHPER Test, p. 74

1.9 6th Period

1.11 AAHPER Test, p. 74

2. Winter - (Early Elementary - ages 7-11)

Movement Unit

1.1 Time - Eight one-half hour periods

1.2 Goals and Objectives

1.11 Children to develop control and understanding of basic movements
1.12 Movements can be light, heavy, small, etc.
1.13 To develop body awareness
1.14 To develop spatial awareness
1.15 Provide problem solving situations

1.3 Warm-ups

1.11 Monkey Run, p. 23
1.12 Rowing, p. 29
1.13 Identification of Body Parts, p. 29

1.4 1st Period

1.11 Angels-in-the Snow, p. 32
1.12 Body Weights, p. 32

1.5 2nd Period

1.11 Imagery, p. 33
1.12 Rope Jumping, p. 39
1.13 Follow the Rope, p. 40

1.6 3rd Period

1.11 Parachute Fun, p. 40
1.12 Slap Jack, p. 63

1.7 4th Period

1.11 Gross Motor Movements, p. 45
1.12 Midnight, p. 64

1.8 5th Period

1.11 Forward Roll, p. 47
1.12 Backward Roll, p. 48
1.13 Thread the Needle, p. 26
1.14 Coffee Grinder, p. 26

1.9 6th Period

1.11 Walk, Run, Hop, and Jump Patterns, p. 53
1.12 Seven Jumps, p. 55
1.13 Troika, p. 56

1.10 7th Period

1.11 Movements to Music, p. 55
1.12 Creative Movements, p. 55

1.11 8th Period

1.11 Balance Beam Activities, p. 17
1.12 Gym Scooters, p. 20

3. Spring - (Prep - ages 13-15)

Ball Handling Unit

1.1 Time - Four one-half hour periods

1.2 Goals and Objectives

1.11 Provide a variety of movement experiences
1.12 Expose group and individual participation
1.13 Learn to handle different sizes of equipment
1.14 Provide areas for learning new skills

1.3 Warm-ups

1.11 Wing Stretcher, p. 48
1.12 Arm Rotation, p. 48
1.13 Bend and Stretch, p. 49

1.4 1st Period

1.11 Ball Handling, p. 37, 38
1.12 Team Stride Ball, p. 67

1.5 2nd Period

1.11 Basket Shooting, p. 35
1.12 Sideline Basketball, p. 69

1.6 3rd Period

1.11 Sideline Basketball, p. 69

1.7 4th Period

1.11 Kickball-Basketball, p. 69, 70

Chapter XIII

SUMMARY

The materials offered in this curriculum-resource-units handbook attempt to illustrate a well-planned physical education program for the type "A" educable special education students.

Presentation of an activities program will not fulfill the needs of the special education children in physical education. The teacher must be concerned about the child's performance according to his individual abilities.

The teacher's methods of presentation, his leadership and guidance, his insistence upon quality performance, his instilling of confidence and pride, his mood and rapport with the children, as well as the children's understanding of the material presented, must all be integrated into the physical education program.

The teacher must consider and use all means and avenues to explore, study and learn about the children with whom he is working. Proper consultation and collaboration with the many other helpful professionals (Chapter X) can and should be an area of vital importance to the physical education teacher as well as the classroom teacher.

It is the writer's hope that this curriculum-resource-units handbook will be of benefit to the type "A" educable special education students of Macomb County and to the teachers making use of this educational resource tool. Finally, it is hoped that this will initiate further cooperation between special education and physical education teachers, to the ultimate benefit of <u>all</u> children in our schools.

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